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It is a trite saying that he who is his own lawyer has a fool for his client; nor will wise doctors treat themselves for serious ailments. Self-education is not exposed to the same objections as self-healing or the drawing of one's own conveyances. Indeed, in a certain sense, no one can educate a man except himself. Your pedagogue may stuff the mental stomach with the matter of nutriment; the organ itself must supply the secretions by which digestion is effected. But in this article only a particular and narrow case of self-education is contemplated. Given one who has never had any formal instruction beyond that of an elementary kind; given a desire on the part of such an one, say at twenty-one years of age, to make good the defects caused by the lack or the neglect of all opportunities of what is called higher education; and given a position which excludes the help and inspiration of a living teacher; it is proposed to consider tentatively what are the books from which, under these circumstances, most gain can be derived. We know that self-education is possible. Small was the debt that Rousseau, for example, with his mastery of written speech and rare suggestiveness of thought, owed to professors or seats of learning. The problem has often been solved; the only question is as to the best method of solution.

The reader will observe that the conditions set forth restrict us to education as it can be got from books. We are compelled to ignore the many other educative agencies by which everyone is surrounded, and which are, at least, as useful as printed counsellors. To couple unlike things, music and example, with all that they can teach, are outside of our purview, no less than table-talk and the scenery of nature. Moreover, by education we mean general, not technical, education. Our aim is to make a man, not to assist the form of progress known as getting on in the world. Lest we should glut our beginner instead of whetting his appetite, we confine ourselves to offering him a list of fifty books, which digested, he may choose his own food. No attempt has been made, be it noticed, to mark off knowledge into a chequer-work of equal squares; nor has the mind been resolved, although some of its powers are named, into exclusive faculties each demanding a separate regimen. Such analyses are, for the most part, futile, or profitable only by way of exercise for the investigator who conducts them. Having thus guarded ourselves against possible misconceptions, let us to our task, grouping the books according to the end in view, and recommending none that will not yield a meaning to careful and repeated study.

First of all, there are two preliminary disciplines of such value as to be practically indispensable. One is Language, which is best examined by the student's comparing some other speech with his own. Many reasons may be urged for Latin as the speech to be selected; such as its clearness, the light it throws on French and English, as well as its frequent use for quotation in learned and unlearned works. Assuming that it is the language to be taken up, it may be studied in the following books:

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3. *Latin Grammar for Schools*. By Roby. (Macmillans. 5s.)
4. *Latin Dictionary*. By Lewis and Short. (Clarendon Press. 25s.)
5. *Virgil's Æneid*. Edited by Papillon and Haigh. (Clarendon Press. 7s.)

No. 1 is, as its title states, a "Course"—that is, grammar, reader, and exercise-book combined in one. After it has been mastered, the learner should proceed to some easy translation book having a vocabulary at the end, such as No. 2. The bookstalls, however, will supply him at a cheap rate with any number of such books, published by the same firm as the *Seven Kings*. He next requires a good grammar (as free as possible from jargon), a trustworthy dictionary, and a specimen of Latin literature. Our list has provided for all these wants; with the addition of a few more texts, and as many "cribs," it should enable him to read, though not to write, Latin with ease. Even from the five books alone he could get a modest knowledge of the language and much useful training.

The second preliminary discipline is concerned with the phenomena of number and space, in the consideration of which the books now to be named will be found most serviceable:

## (b.) MATHEMATICS.

6. *Arithmetic*. By C. Pendlebury. (Bell & Sons. 4s. 6d.)
7. *Algebra*. By Hall & Knight. (Macmillans. 4s. 6d.)
8. *Elements of Plane Geometry*. By the Association for the Improvement of Geometrical Teaching. (Swan Sonnenschein & Co. 4s. 6d.)
9. *Modern Plane Geometry*. By Richardson & Ramsay. (Macmillans. 3s. 6d.)
10. *Elementary Trigonometry*. By Hall & Knight. (Macmillans. 3s. 6d.)

It may be noted that No. 7 is continued in a *Higher Algebra* by the same authors, and that to Nos. 6, 7 and 10 keys, somewhat expensive, are published, also by Macmillans.

No education deserves its name if it does not regard in some sort the physical and the chemical forces, the history, movement and relations of the earth, and the physiology of man. We collect a few books on these subjects under a rough title.

## (c.) NATURAL SCIENCE.

11. *Lessons in Elementary Physics*. By Balfour Stewart. (Macmillans. 4s. 6d.)
12. *Lessons in Elementary Chemistry*. By Roscoe. (Macmillans. 4s. 6d.)
13. *The Earth's History*. By R. D. Roberts. (Murray. 5s.)
14. *Story of the Heavens*. By Ball. (Cassell's. 10s. 6d.)
15. *Lessons in Elementary Physiology*. By Huxley. (Macmillans. 4s. 6d.)

We pass from science to a different, but no-less essential, form of culture. To stimulate the imagination the supreme means at our command is furnished by the poets, above all, by the epic poets and the dramatists. Hence the next group of books:

## (d.) POETRY (CHIEFLY EPIC AND DRAMATIC).

16. *Shakespeare's Complete Works*. Globe Edition. (Macmillans. 3s. 6d.)
17. *Milton's Poetical Works*. (Globe Edition.) (Macmillans. 3s. 6d.)
18. *Æschylus, The House of Atreus* (the trilogy). Translated by Morshead. (Kegan Paul. 7s.)
19. *Homer's Iliad and Odyssey*. Translated by Chapman. (Dent. 6s.)
20. *Dante, The Vision of Hell, Purgatory and Paradise*. Translated by Cary. (Bell & Sons. 3s. 6d.)

The atmosphere of the Greek writers will grow familiar by degrees. Transition to it may be effected through the "Samson Agonistes" of Milton.

Between poetry and prose fiction there exists an intimate connexion. Nevertheless, as instruments of education, the two things have different functions. The note of a good novel is sympathetic observation; the use of the novel, as we allow ourselves to think, is to quicken the

powers of observation in the sphere of nature or society; from which point of view we submit five well-known examples of this form of literature:

(e.) PROSE FICTION.

21. *Tom Jones*. By Fielding. (Routledge. 2s.)
22. *Pride and Prejudice*. By Jane Austen. (Dent. 4s. 6d.)
23. *Esmond*. By Thackeray. (Smith & Elder. 2s.)
24. *Père Goriot*. By Balzac. Translated by K. P. Wormeley. (Routledge. 3s. 6d.)
25. *Peace and War*. By Tolstoi. Translated by N. H. Dole. (New York. 15s.)

Self-educated men are, perhaps, more liable than their neighbours to be led away by fallacies, by a mistaken use of words, by preconceived opinions, and by like causes of error. On the other hand, they lack what Hallam calls "a sober and serious, not flippant or self-conceited, independency of thinking." Accordingly, we offer:

(f.) SAFEGUARDS AND HELPS.

26. *A Primer of Logic*. By Jevons. (Macmillans. 1s.)
27. *Lessons in Logic*. By Jevons. (Macmillans. 3s. 6d.)
28. *English Synonyms*. By Crabb. (Routledge. 2s.)
29. *On the Use and Abuse of Some Political Terms*. By Cornwall Lewis. (Thornton. 6s.)
30. *Conduct of the Understanding*. By Locke. Edited by Fowler. (Clarendon Press. 2s.)

By this time the student will be anxious and ready to approach the higher questions of life, among which this will soon confront him: Granted that there are things which ought to be done and things which ought not to be done, by what test are they distinguished? He may like to weigh a few answers:

(g.) ETHICS (MODERN).

31. *The Ethics of Hobbes*. In Selections from his Works. By Sneath. (Ginn & Co. \$1.35.)
32. *Dissertation on Virtue, and Fifteen Sermons*. By Butler. (Bell & Sons. 3s. 6d.)
33. *Introduction to the Principles of Morals and Legislation*. By Bentham. (Clarendon Press. 6s. 6d.)
34. *Introduction to Cudworth's Treatise Concerning Eternal and Immutable Morality*. By W. R. Scott. (Longmans. 3s.)
35. *Data of Ethics*. By Herbert Spencer. (Williams & Norgate. 8s.)

No. 34 is intended as a stopgap until the Treatise itself is reprinted, of which there is hope.

Closely connected, at least in some systems, with Ethics is Politics; but before proceeding to the general science the learner must make some acquaintance with the histories of particular States. Hence the two sections which follow:

(h.) HISTORY.

36. *History of Greece*. By Oman. (Rivingtons. 4s. 6d.)
37. *Outlines of Roman History*. By Pelham. (Percival. 6s.)
38. *The Student's Gibbon*. (Murray. 7s. 6d.)
39. *General Sketch of European History*. By Freeman. (Macmillans. 3s. 6d.)
40. *Short History of the English People*. By J. R. Green. (Macmillans. 8s. 6d.)

(j.) POLITICAL SCIENCE (CONSTITUTION OF STATES; POLITICAL ECONOMY; LAW).

41. *Aristotle's Politics*. Translated by Welldon. (Macmillans. 10s. 6d.)
42. *Theory of the State*. By Bluntschli. (Clarendon Press. 8s. 6d.)
43. *Political Economy*. By J. S. Mill. (Longmans. 3s. 6d.)
44. *The Spirit of Laws*. By Montesquieu. (Bell & Sons. 7s.)
45. *The Student's Blackstone*. By Kerr. (Reeves & Turner. 7s. 6d.)

Mill, we are told, needs to be corrected at times, but his book carries off the palm from its rivals owing to its perspicuous style. In any case, our object is to induce judgments, not to supply them ready-made.

We close our list with a few miscellaneous books for—

(k.) GENERAL READING.

46. *Don Quixote*. By Cervantes. (Bell & Sons. 7s.)
47. *Goethe's Wilhelm Meister*. Translated by Carlyle. (Chapman. 3s.)
48. *Essays*. By Montaigne. (Bell & Sons. 10s. 6d.)
49. *The Advancement of Learning*. By Bacon. Edited by Wright. (Clarendon Press. 4s. 6d.)
50. *Marcus Aurelius, To Himself*. Translated by Rendall. (Macmillan. 6s.)

The self-educator is not obliged to complete the study of one group of books before beginning another, but he will do well to follow in the main the order indicated by the numbering in each section. Let him work through these fifty books again and again, turning, upon occasion, to a dictionary; let him copy out and learn by rote the passages which strike him most; and let him apply his utmost intensity of thought to every paragraph that he reads. When his task is finished, he will be able to guide his own life with some measure of success. He will be fit to drop a vote into a ballot-box, and he will have prepared himself to climb intellectual heights with steady foot.

## Reviews.

### Winchester.

"HANDBOOKS TO THE GREAT PUBLIC SCHOOLS."—*Winchester*. By R. Townsend Warner. (Bell & Sons. 3s. 6d. net.)

THE multiplication in late years of histories of our public schools is really a side-ripple of the wave which has borne Mr. Kipling on its crest, and is now binding the Australians in one imperial faggot. Already Messrs. Bell have issued handbooks to Charterhouse, Rugby, and Eton. Messrs. Duckworth's "English Public Schools" series include Eton, Rugby, and Winchester.

As "the Mother of Schools," Winchester has a claim on the regard of all Englishmen. It is but eight years since it celebrated the five-hundredth anniversary of the opening of its doors, and since then quite a sheaf of books has done justice to its history. Mr. Warner's book, taking its size and style from the series to which it belongs, is a well-arranged and, as we have found, a very readable narrative and description of William of Wykeham's great foundation. The only unpublished matter which Mr. Warner claims to give us is derived from some school letters written between Ralph Verney and his father in the seventeenth century, and belonging to the apparently inexhaustible Verney MSS. Ralph went to Winchester as a gentleman commoner in 1682, his father accompanying him, and reporting their arrival as follows:

We wayted on Mr Warden, and from thence wee wayted on our cousin ffinnes at his Chamber, where wee met Mr Harris the Schoole master, who are Both very fine Gentlemen, and were highly civill and obliging to us, entertayned us at Both their Chambers, made us Dine w<sup>th</sup> them in the Hall, and walkt about with us within the Praecincts of the Colledge and shewed us All: chose one Mr Thomas Terry to Be my sonnes Tutor, who seemes to Be a solid Discreet youth, and Mr Harris sayes He is one of the best, if not the best scholar in the Schoole of his standing, though Hee Bee not yet a Praepositor, and moreover that Hee is of a Sweete (pray turne over the Leaf) Disposition: and Then Mr Harris sent Him, and Mr Windham my Sonnes Chamber fellow, to show my Sonne All about the Towne, w<sup>ch</sup> They Didd, and Brought Him about 5 a o'clock after noone unto my Lane at the Signe of the Sunne kept by one Mr Holloway. . . .

We have also an inventory of young Verney's outfit, which included "1 Sylver Issue Plate, with two payres of Stayres on it and 2 litle Sylver Hookes belonging thereunto." This was the apparatus for bleeding. Mr. Warner's note is: "When a vein was opened in the neck, a silver pen was inserted to



prevent it closing, and the plate was used to keep the pen in its place, and was fastened round the neck with hooks and stayers. The boy was constantly in doctor's hands." Young Verney seems to have been a good enough lad. Dr. Sherrugg's report of him ran: "He hates lewdness and intemperance, but He publicly professeth that he hates also his book like a Toad, and that which he calls y<sup>e</sup> Nastiness of y<sup>e</sup> Lodging and eating in the Colledg and the drudgery of the Schoole." But Verney's day is quite modern in the life of Winchester. Splendid, indeed, are the traditions of a school of which it can be written: "It must have been a striking occasion when, in 1415, a messenger brought to College the news of a great battle 'apud Agincourt in Pcardiu in festo Sanctorum Crispini et Crispiani,' and received 6s. 8d. for his news."

There is a distinctiveness, a real self-possession, about Winchester which no other school can rival. As Mr. Warner points out, its founder left an impress on the school which time has only deepened. "Wykehamists," not "Wintonians." The school motto is but William of Wykeham's personal motto: "Manners Makyth Man." And the school song has a unique independence. Though its words knit Winchester together wherever they be, they contain no praise of Winchester, nor do they even allude to the place save that they are wholly concerned with the pleasure of leaving it. We could cull a score of interesting statements from Mr. Warner's pages did space permit. Enough to note that the regular school paper, the *Wykehamist*, is edited by two boys, one in college, and one commoner, and never by masters. Its independent tone reflects the thoroughly English liberty bounded and safeguarded by accepted usages, rather than written rules, which the boys enjoy. With this has gone a conservatism reflected in that famous vocabulary which calls a half-holiday a "half-rem."—i.e., "half-remedy"—and knows an idle time as a "thoke." Mr. Warner has not failed to make his book useful to parents with boys to educate, who will find precise information on "Admission and Expenses," "Games," "Prizes and Honours," &c. The photographic illustrations complete a well-nigh ideal handbook.

### The Making of Us.

*The Springs of Character.* By A. T. Schofield. (Hodder & Stoughton.)

IN reading this rather abstruse book we have found ourselves exclaiming again and again: "A good parent knows all this, does all this." What he does not do, and will probably never be persuaded to do, is to distinguish between conscious, sub-conscious, and unconscious mind; to distinguish, again, between the real self, the supposed self, and the artificial self; or to tabulate good and bad qualities as they are set forth on pages 149-152 of this book. When, moreover, we find that Mr. Schofield crowns his philosophy and metaphysics with a recognition of the all-importance of orthodox Christianity, we are the more inclined to exclaim that the Christian parent has his own sure and short ways to the truths he wishes to enunciate. Still, no efficient parent can read this book without receiving valuable ideas. That he will be greatly inspired or charmed we dare not predict. Mr. Schofield is earnest and erudite; but he does not fuse his thoughts in a glowing and sustaining thesis. At the end of the book there is a formidable list of about one hundred works which he appears to have consulted, and many of which he quotes. Mr. Schofield's quotations have an irritating frequency and baldness, suggesting a rather dead-weight transfer from a commonplace book. There are too many paragraphs beginning: "Wundt says," "Stout says," "To this Mr. Cunn adds," or "It is the duty of parents," as C. Mason tells us." We cannot give a typical passage from Mr. Schofield's pages, which must be read as a whole, but we have indicated their nature, and their conclusion. The following illustration in the chapter on "Character and Conscience" is interesting for its own sake: "The natural conscience at different ages varies immensely, being generally most acute before puberty, and gradually deadening in old age. That of children, as we have just seen, is very strong in its sense of sin, and is also severe in its penalties. This has been proved by Prof. Earl Barnes from the result of questions put to some 20,000 school children in England and America. One question was: 'If a mother gave her child some paints and then left the room, and the little child painted all the chairs blue, what should the mother do to her when she returned?' The answers given showed that the younger the

school children, the heavier the penalties they wished inflicted. In the lowest standards nothing less than corporal punishment satisfied the offended conscience. As the children rose in the school so was the penalty modified, until in the highest standard punishment disappeared, and the answer to the question was merely that the child should be remonstrated with, and shown its error." A curious example, this, of the growing charity which at last exclaims: "Use every man after his desert, and who should 'scape whipping?'"

### Text Books, School Books, &c. English.

*Source-Book of English History.* Edited by Elizabeth K. Kendall, M.A. (Macmillan 3s. 6d. net.)

PARTLY because of a general feeling that history lessons are dry, and that the ordinary text-books are little more than dull epitomes and a meaningless aggregation of facts, and partly because both the method and the matter of all the subjects taught in Secondary Schools have been, within the last few years, targets for criticism to pelt at, there is a growing demand for books, prints, fac-similes, photographs of men and buildings, which will help to make children familiar with the human documents at first hand, and add freshness and reality to the story of the past. The present volume, Mr. Colby's *Selections from the Sources*, Mr. Henderson's *Sidelights on English Literature*, and several others which need not be named here, ought to be in every school library. The extracts in this volume (pp. 465) cover the whole of the historical period. We have space for a short selection only; it is from Alfred's dooms:

If a man have only a single garment wherewith to cover himself, or to wear, and give it [to thee] in pledge; let it be returned before sunset. If thou dost not so, then shall he call unto me, and I will hear him; for I am very merciful.

Judge thou very evenly; judge thou not one doom to the rich, another to the poor; nor one to thy friend another to thy foe, judge thou.

If a man strike out another's tooth in the front of his head, let him make bot for it with viii shillings: if it be the canine tooth, let iv shillings be paid as bot. A man's grinder is worth xv shillings.

The book can be confidently recommended.

*Western Civilisation.* By W. Cunningham, D.D. Vol. II. (Cambridge: University Press. 4s. 6d.)

PROF. CUNNINGHAM is well known as a student of economics on historical lines; probably no writer has done more to change the method of economic research. The present volume completes a series of three text-books dealing with English Industrial History and the Economic Aspects of Civilisation. The first part of the book contains an extremely suggestive and interesting inquiry on the foundations of society and the economic effects of Christian relations with heathen and Moslems. It is difficult for us to realise to-day the homogeneity in idea and practice of Mediæval Europe: Latin was spoken at all the Universities, and the student could pass from one to the other and feel at home everywhere; the merchant and the artist could travel from market to market knowing beforehand what restrictions and assistance to expect. In religion, too, there was the same broad agreement between all the countries. God was the Supreme Head. The Christian would find at home or abroad little differences in the service and ritual between one church and another. What gives this part of the book its freshness is the attempt which is made in it to express, in terms of economy, the great ideas of Mediæval Christendom.

*The French Monarchy (1483-1789).* By A. J. Grant, M.A. Vols. I. and II. (Cambridge: University Press. 9s.)

"THE aim of this series" ("Cambridge Historical"), writes the general editor, "is to sketch the history of modern Europe, with that of its chief colonies and conquests, from about the end of the fifteenth century down to the present time." Already more than a dozen volumes have been published, and as many more are promised. Few students will probably master all, most will select those volumes which deal with the history of the country their reading or predilection has been a preparation. It will be a mistake if, however, there

is not written a general history which would serve as an introduction to the whole series, and would lead the student to feel that in these two volumes there is no attempt to furnish a fresh analysis—that is left to the reader to make out from the facts carefully collected. Prof. Grant does not belong to the "Catastrophic" school of historians. In a summary of the intellectual and social conditions of France he writes: "But, notwithstanding this ignominious end of the old monarchy, it is necessary to protest against the view which would make of its history nothing but a record of 'wickedness, of falsehood, oppression of man by man'; nothing but an instrument of evil, of which the world was happily rid. . . . It had saved France from internal disorders and foreign dominion, and had enlarged her frontiers."

*Canada (1760-1900).* By Sir John G. Bournot. (Cambridge: University Press. 6s.)

ANOTHER volume in the "Cambridge Historical" series. It is an entirely competent and fair statement of the case for British rule. The first chapter summarises the period under the French régime. Of the banishment of the Acadian French in 1755, an incident made memorable by Longfellow's poem, the author writes: "But while there are writers who defend this sad incident of American history on the ground of stern national necessity at a critical period in the affairs of the continent, all humanity that listens to the dictates of the heart and tender feeling will ever deplore the exile of those hapless people." A sentence admirably illustrative of the temper in which the book has been written. At a time when the relations between English and French Canadians are not over friendly it is satisfactory to meet with a historian who has no fuel for fires of racial hate. At various points in the narrative the intellectual, social, and economic conditions are referred to. Of the present state of education, the author, whilst hopeful in the main, considers that the weakness of the public school system, especially in Ontario, is the constant effort to teach a child a little of everything, and to make him a mere machine. The consequences are superficiality, a veneer of knowledge, and loss of individuality. A very serious indictment, but one which is, alas! also true of the mother country.

*Comenius.* By W. S. Monroe. (Heinemann.)

JOHN AMOS COMENIUS (1592-1670), the Moravian schoolmaster, the author of the *Great Didactic*, *Janua. Orbis Pictus*, and numerous other books and pamphlets, was the first, if not to formulate, to give permanent form to the idea that a child's knowledge of the names of things should not precede his knowledge of the things themselves. Rousseau, Pestalozzi, and Froebel all owed much to him directly or indirectly. Indeed, much of modern educational reform is simply directed to making explicit what is implicit in Comenius' teaching. The child is to have physical freedom, to learn by direct experience; its æsthetic powers are to be developed by music and drawing, and punishment should be impersonal and only used for offences against moral laws. Mr. Monroe gives in outline a sketch of the life of Comenius, a short account of his more important works, and adds a bibliography for the use of those who desire to make a first-hand acquaintance with his writings in the original and in translations.

*Outlines of the History of the English Language.* By T. N. Toller. (Cambridge: University Press. 4s.)

PROF. TOLLER tells the story of our "noble vulgar tongue" in this volume, or, more correctly, follows its history very fully from the Anglo-Saxon Chronicle to Chaucer. The rest is passed over very quickly; to the nineteenth century a page and a half only is devoted! The selections from old English are invariably translated so that the student unacquainted with pre-Chaucerian English does not find his ignorance a barrier to his enjoyment. As an example of Prof. Toller's erudition and thoroughness, it is sufficient to say that he gives a list of over 400 words which had found their way into English by the middle of the eleventh century. The book is primarily intended for the general reader rather than the student of the English language, although the latter, if we mistake not, will read it with much the keener enjoyment.

*English Drama.* By J. Logie Robertson. (Blackwood 2s. 6d.)

THE editor of this book thinks that the study of the drama has been too long confined to Shakespeare, accordingly he has made a selection from the plays of twelve dramatists, beginning with Marlowe's "Doctor Faustus" and ending with Sir

Henry Taylor's "Philip Van Artevelde." It seems strange, considering the object of the book, that he should devote fifty pages of it to Shakespeare. A book like this would not precede, but follow the study of Shakespeare, if for no other cause than that the examiners have determined it so. Since the scenes selected are interesting in themselves and characteristic, it could be used with profit and amusement in the higher forms as an occasional reader. But is it wise to tell a boy, whose literary opinions are not based on knowledge, that no comedies since "She Stoops to Conquer" and the "School for Scandal" have come up to their level?

*Problems in Education.* By W. H. Winch. (Swan Sonnenschein. 4s. 6d.)

MUCH of this book is spoilt by careless writing and incoherent thinking. Again and again grammar or sense is conspicuously absent. On p. 17 we read: "The solid individual becomes dissolved in a network of relations." Mixed metaphors and hazardous grammar may pass; but the sense is surely important in a book the aim of which is to dethrone some educational theories. For instance, what meaning does the author expect a hard-worked and imperfectly educated teacher to get out of the statement: "Allied with this is some form of naturalistic ethics, often a very imperfectly conceived utilitarian one, so imperfectly that impulse is deified, and the immediate pleasure-giving power of any course of action or instruction is held to be sufficient justification"? What is the teacher whom he desires to interest in education to understand by an imperfectly conceived utilitarian form of naturalistic ethics? The book should be re-written, otherwise Mr. Winch's colleagues will never find the pearl hidden presumably in the great heap of his learning. Were the book simplified, and terms like "atomism" and "individualism" defined, Mr. Winch would at least discover whether at the back of his involved and jerky English there was any thought at all which would help his readers to see that education is based upon a discredited philosophy. Anyway, unless as an exercise in paraphrasing, the book is without value, and will certainly fail of its object.

*Secondary Teaching.* (Manuals of Employment for Educated Women.) By Christabel Osborn and Florence B. Low. With an Introduction by Miss E. P. Hughes. (Scott. 1s.)

THIS is the first volume of a series intended for educated women who are on the look-out for employment. The information contained in these eighty-two pages supplies all the necessary external facts as to the calling—its money value, the leisure and fame it offers, the field of work and how to train for it, its mental and physical strain. The answers to the more vital questions will come only with the knowledge born of experience. We would suggest, in case of doubt, that a trial be made; the step is not irrevocable, and escape in the early stages is easy. Miss Hughes's introduction will, we fear, terrify many a quiet girl; no good can come of impressing upon the candidate, already probably too serious from her severe studies, the high responsibility of teaching. No profession should be entered upon lightly, but there is a cant of "over seriousness" which, unfortunately, high academic distinction too often fosters.

*Macaulay's Essay on Pitt.* Edited by C. J. Battersby. (Blackie. 2s.)

THE text has been edited on a plan now very familiar, that is, the text is sandwiched between a life of the author, an essay on Macaulay's style and his estimate of Pitt and notes. Why will not editors of English classics allow students to find out for themselves the style of the writer they are beginning to read? What encouragement is there to begin at all after learning that Macaulay is a master of "resonant commonplace"?—a criticism quoted by the editor.

*THE PICTURE SHAKESPEARE.—As You Like It.* (Blackie 1s.)

THE text of this play has been expurgated for class use; as its title suggests, it is illustrated; it contains notes and a short introduction.

*King Henry V.* Edited by A. W. Verity. (Cambridge: University Press. 1s. 6d.)

AS Mr. Verity has edited already some eight or nine plays of Shakespeare for this series, the reader must be content with the information that the introduction, notes, and illustrations from Holinshed, &c., bulk larger by sixty pages than the text itself. It is not the editor's fault if the schoolboy's knowledge of Shakespeare is not exhaustive.



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*Problems of Evolution.* By F. W. Headley. (Duckworth.)

THE ten parts of the treatise on zoology edited by Prof. Lankester are to be prepared, as far as possible, by graduates of the University of Oxford. Hence we may be permitted to regard the work as a friendly rival of the *Cambridge Natural History*, which has been in course of publication for several years. The work is not for the reader who considers the materials for the study of zoology to be represented by the

collection of animals living in the Zoological Gardens, but for the serious student of animal morphology. Taking the two volumes already published as an earnest of the value of those to come, it may be said at once that the treatise will be a credit to British zoology, and will find a permanent place on the bookshelves of every museum and educational institution where the systematic study of the animal kingdom is carried on. To our mind, the characteristics which distinguish the work from others of much the same type—though there is nothing exactly like it—are the careful consideration given to fossil forms; the comprehensive treatment of systematic zoology; and the concise but instructive way in which the student is led, by text and illustration, to appreciate all the structural facts of value in determining organic relationships and affinities.

In the second part, the sponges are dealt with by Prof. Minchin, his contribution occupying more than one-half of the book, and being the best account of this group that has yet appeared in an English text-book. The jelly-fishes, sea-anemones, corals, and other organisms of the same rank, are described by Drs. Bourne and Fowler. The authors of the third part, Prof. J. W. Gregory, Mr. Goodrich, and Dr. Bather, deal with such animals as the sea-urchin, star-fish, brittle-star, sea-cucumber, sea-lily, and feather-star. As each volume is complete in itself, the order and rate of publication are perhaps not of much importance; nevertheless, we hope that the remaining volumes of the treatise will soon be available.

Dr. Schmeil's work is altogether different in character from the one for which Prof. Lankester is responsible. It is a more or less popular account of animal life from the point of view of the outdoor naturalist, the volume under notice dealing with animals like insects, spiders, snails, star-fishes, jelly-fishes, and sponges, destitute of a backbone. The book should be useful to teachers of nature-study on account of the facts it contains. It was scarcely worth while, however, to go to Germany for a work of this kind, and Mr. Cunningham could have improved it by the free use of editorial functions.

In the opinion of the Lamarckians: "The giraffe's neck grew long from constant straining upward; from constant use the elephant's trunk became a long and perfect grasping implement; much desert walking made the camel's foot what it is; in each generation there was an increment due to exercise, and this increment was handed down to the offspring." The Neo-Lamarckians accept this view with slight modifications.

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## The Gate of Languages Thrown Wide.

EVER since Comenius, almost in Shakespeare's day, "unlocked" the "Gate of Languages," men devoted to the service of their fellow-men have been slowly forcing it more and more open. Who is not familiar, for instance—to speak only of modern times—with the labours of a Hamilton, a Prendergast, an Ollendorf, a Gouin, and a Rippman? These reformers have, indeed, accomplished much, and their names will live; but it has been reserved for me, who am anonymous, to throw the Gate wide.

What is the secret of this achievement? What is the deadweight that, after withstanding so much powerful leverage, has at length yielded to a touch? The answer is simple. The deadweight is the weight of *ex*-pression, and I overcome it by ignoring it. *Im*-pression offers but little resistance, and with *im*-pression I am satisfied. In plain words, I *speak* no language but my own; others I am content to *understand*. And so I am saved from many sorrows—I am saved, as a schoolboy, from the sorrow of wasting time, thought, and tears over weary puzzles that I can never piece together with assurance, because, when they are together, I am no judge of them; I am saved, as a grown man, from the sorrow of forcing my tongue to do violence to itself, when it has at last arrived at a certain sense of its powers and responsibilities; I am saved, as a citizen of the world, from the sorrow of never doing justice to myself among foreigners, or justice to foreigners in myself.

I have been very much in France, and not a little in Germany; I am reputed by certain of my less-travelled friends a considerable linguist; I have talked with hundreds of Frenchmen and Germans in their own language, with hundreds more in my own, and I now deliberately assert that, whereas to listen to French or German from almost any native mouth is one of the rarer privileges of existence, to listen to English from almost any French or German mouth sets up an intellectual impatience and discomfort only exceeded by that of listening to French or German from my own. I do not here speak of conscious play-acting; there is, of course, a certain pleasure in pretending to be a Frenchman.

And the loss of sorrow under my scheme is not the only gain. The schoolboy, instead of half learning to turn one or two languages to practical account, will wholly learn to make effective use of two or three; and the man—ripened boy—in intercourse with the foreigner will read his writings and listen to his speech with more sympathy, with more understanding, and therefore with more respect; and so nations will be drawn together. Will any deny that the dull average man is led, however unconsciously, to his low estimate of the foreigner, less by the foreigner's dignified ignorance of English than by his unrestrained, childlike make-believe of knowledge? And there are not ten foreigners in England who do not, upon occasion, betray themselves. Nay, are there as many Englishmen, speaking English, of whom the same could not be said?

Till the world is awake to my discovery, polyglot interpreters there must be; but let that be a vocation apart, a learned profession, a congenial calling for the man with the bent, who will know how to fit himself, without the help of reformers, in the only practical way. For the rest of us, meanwhile, the literatures of Greece and Rome, of France, of Germany, of Italy, are to be entered through my Gate, not without time and effort, but without distress; and, with more time and more effort, but still without distress, an understanding of the spoken language of such nations as attract us may be surely attained.

If every English boy and girl could leave school with well-nigh as full an understanding of written and spoken French as of written and spoken English, and if every French boy or girl could leave school similarly equipped in English, would not intercourse of every description between our nations be facilitated and ennobled a thousandfold, though each spoke only its own tongue. "But," interjects the amateur psychologist, "such bilingual intercourse is psychologically intolerable, if not impossible. Yes to a Frenchman's *Avez-vous faim?* involves both more effort and more self-effacement than *Oui*, and a greater loss of self-respect than even *J'ai*. English to French is, in fact, as inconsequent as *Very well* to *What's o'clock?*" This is an over-statement, arising from imperfect analysis. At the root of the matter is association. Accustom yourself, as I have done, to answer in English, and English will come spontaneously; accustom yourself, like the amateur psychologist, to answer in French, and the spontaneous thing will be French—of a sort—or silence. Established associations must, of course, either be maintained or destroyed—destruction the matter perhaps of a week or two—but for such as started through my Gate the associations would be of one order from the outset, and would work as smoothly as those of a man who meets a word with a gesture. But the psychologist will have other shafts ready: "It is impossible to really understand *Ich habe meinen Bruder gesehen* till you have turned *I have seen my brother* into it"; and further, "Remember the mental training involved in writing bad Latin prose and worse verses, and in torturing snippets of often impossible English into more than impossible French." I hold, on the contrary, that every time you write *Ich habe gesehen mein Bruder*—which, by the old methods, is what you do write, over and over again—you are imperilling your understanding of *Ich habe meinen Bruder gesehen*; and as for "mental training," you could get infinitely more out of the study of Chinese.

Let us by no means ignore "mental training." We want a good deal more of it than we have got, or are yet likely to get, but in the name of the future of our species, let us get it—where it is to be had in abundance—out of such things as are themselves an essential part of our equipment in the fight that is set before us. We no longer make use of things in themselves useless for strengthening the memory. Why, then, should we for training the mind? Besides, is there no mental training involved in the preparatory processes of *im*-pression—as I have called it? Let us for a moment look at those processes a little closer. There are two stages: in the first, chiefly by the clumsy, indirect means of translation, we endeavour to convey to the brain of the learner the essential ideas contained in the unfamiliar written or spoken words; in the second, we endeavour to convey those essential ideas immediately and directly—as material sensations are conveyed. In the first stage the learner will need much help, much practice, much exercise in the unfamiliar sound-symbols—for the higher life of a language, even though it be labelled "dead," lies always in the spoken word—much writing from dictation, much memorising of attractive verse; but there will be no mechanical substitution of the foreign symbol for the native symbol, and no storing of grammatical lumber—no dealings with grammar, indeed, except

in so far as it serves as a key to the forms of the unfamiliar words and their uncouth syntactical relations.

In the second stage of the process we shall still sometimes need dictionary and grammar—teacher or book—but we shall need much more the effective presentation of the new language in sound, together with a persistent imitation of that presentation, and we shall need most of all untiring practice in exercises of direct *im*-pression, in the immediate apprehension by the mind, that is, of the idea expressed by the written or spoken word.

Such a completed process would, I believe, send the average boy or girl out into the world with far greater linguistic possessions than are common nowadays. I believe also that such a steady training in *im*-pression would, in general, produce even better results in *ex*-pression than our present wasteful methods. It is, after all, a question of relative, not absolute, best. If most of us left school possessing even one foreign tongue in the same degree that we possess the tongue that is native to us, we should no longer need reformers and Modern Language Associations. But we don't; nor do I think we ever shall. Life is too precious. On the contrary, the annual waste throughout the civilised world of time, effort, and heartache in the cause of foreign tongues is, when judged by measurable results, nothing less than appalling.

Professional interpreters, as I have said, there must always be, especially for the languages of low intrinsic value; but to all purposes of ordinary intercourse between nations, to the better understanding and fuller appreciation of the foreigner—whether on paper or in person—and, lastly, to the better understanding and fuller appreciation of one's own personality, the royal road, I claim, lies through my Gate. In the interests of a more abundant harvest from the seed so toilsomely scattered by so many legions of husbandmen, I hereby throw that Gate wide to the world.

## An Englishwoman's Love-Letters.

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### I.

THE thing is going splendidly, I think. Nothing like whetting the curiosity of the British Public on a personal matter! Let us keep it up to the last gasp. I see that the papers are beginning to speculate as to the authorship—an excellent sign.

### II.

I know that there is much to be said for the proverb "It's well to be off with the old Love before you are on with the new"; but really I think you might have had more confidence and have printed a larger edition. The book can't be bought anywhere now, except at the shops that take the reviewers' copies. I beseech you to hurry your printers. This want of faith hurts me. Perhaps, after all, we have been too hasty, and I ought to have placed my Love in other hands. My heart is wounded. Are all men, I ask myself, like this? Is there no trust?

### III.

Ah! your sweet words of reassurance. Was I so cold, so unkind? Let us forget it. After such a letter as that, I am humbled into the dust. A really large new edition all ready and selling like hot cakes—(your dear imagery!)—how splendid! I feel so happy I don't know what to do. Thank you for the Byrons. As you say, there is no poet like him, and none (I think) so well published. But I

can't help wishing, now and then, he were more modern. Have you noticed he never uses the word "obsess" once.

### IV.

I suppose you read those cuttings about us. Such a list of names as possible authors—Miss Robins, Mrs. Clifford, Dr. Garnett, Mr. Bernard Shaw, Mr. Herbert Spencer. But we know better, don't we, dear? By the way, you must be careful how you send parcels, or the messenger will give away the secret. Mother thinks they had better go to an empty house in the next street—an old servant of ours is caretaker—and I will fetch them after dark. I have a domino. This seems wisest.

### V.

The man forgot to leave the Romeike cuttings last night. Do remind him. We simply can't live without them. I want to know the latest rumour as to the authorship. I fancy Dr. Garnett is dropping out of the running. At dinner last night I heard someone gravely state that he knew for a fact that the book was Ibsen's, translated by Mr. Gosse.

### VI.

What a splendid cheque! But how expensive advertising is! If only there could be some way out of it, authors' cheques would be so much bigger, wouldn't they? I suppose you know best, and yet it's awful to see all that money going to the advertisement people. What a sunset this evening! Did you see it? All gold and purple, like a vision of the Orient, or something in Byron.

### VII.

Thank you for the Dr. William Smiths'. What an erudite pen; but not exactly the thing for a mind at all pre-occupied, is he? not exactly *chic*? And I can't help thinking about that advertisement question and the money that might be saved if one didn't advertise at all. I find there are books that are not advertised and yet sell. Life is very sad, very perplexing.

### VIII.

I saw a string of sandwich-men to-day, advertising a new poem. Wouldn't that be cheaper than the papers? Or notices in the omnibuses? Forgive me if I am too insistent. The Borrowers' came safely; I like them, but I wish they were more morbid.

### IX.

I am sorry you object so strongly to the omnibus idea. My remarks have been made entirely in the interests of the book; but we women are always so unfortunate when we criticise business matters! It's the old story—capable Jack and foolish Jill. All things fail me: I know not where to turn for comfort.

### X.

As we are going away on a long visit mother thinks it is best that I should put the affairs of the book in the hands of an agent.

THE END.



## Things Seen.

### Whence?

THE doors of one's mind should be kept always hospitably ajar, in case of possible surprise visits from Truth. One never can tell. It may yet be proven that some good thing may creep out of Board School education.

I was one of half a dozen quite respectable folk sitting on the top of an omnibus, which was passing through a poor but doubtless tolerably honest suburb, called by some the Whitechapel of the West. Gambolling about the greasy pavement within the purlieus of somebody's "Arms"—a flaring beer palace—I saw four urchins who were clothed with something less of trimness than are the scarecrows of the field. Patches of bare flesh, the loops and windows of their raggedness displayed in plenty. Hero and leader of the rest, a strutting six-year-old, incredibly dirty and scarce clothed at all, puffed consequentially at a bran new clay pipe, which he frequently withdrew from betwixt his baby lips, for the sake of fluency in exhortation and blasphemy. I marvelled.

Of a sudden off flew the dilapidated caps of the band as at a given signal; the pipe was whipped behind its owner's back; the four stood, grave, uncovered, in an ordered line along the curb.

I looked about me bewildered. A shabby hearse followed by one shabby carriage was jolting past us. Not a hat was raised on top of my omnibus.

I want to meet the Board School teacher who has had the schooling of those grimy urchins.

### Whither?

WE live in subtle, complex times; and it behoves all true men to watch their feet where they do tread, lest in avoiding a worm they incommode an ant.

Though caviare to the general, this row is worth the attention of the few. 3d. a volume.

It was. The end volume was *The Ring and the Book*, no less; one of its fellows was *Virginibus Puerisque*, very much tattered. I bought both.

Glutiously sentimental, but comparatively inoffensive in colouring, and only 1s. 2d.

This was a framed picture; a soldier, a cradle, a baby; the customary accessories; nothing specially baneful.

Not at all a Strad, but probably cheap at the price. 3s. 9d.

An ordinary looking fiddle, without a bow.

There were several other quaint notices in this suburban shop window. The street was sourly sordid; a draggle-tailed locality. The woman within was appalled in new and pronounced mourning. Two ill-kept infants wailed about her skirt. I spoke to her; but very little. The poor creature appeared to be without redeeming features; a clacking, incontinent, sloppy, and intensely vulgar, commonplace person, bearing about her the reminiscences of a certain poor prettiness, now quite botched and done.

Next door I found and conversed with a white-haired shoemaker.

"She'll sell out as soon as she can. There's bin no business done there this four year an' more. He died las' Tuesday. Pore chap! D.T.'s it was, 'tween you an' me. But 'e 'ad a 'ed on 'im, 'ad Tom. My word! I remember 'im goin' ter th' school roun' 'ere" (a huge red Board School). "One uv Mr. Vivian's boys, 'e wuz. An' min' you, I allers did say as Mr. Vivian seemed a queer sorter man fer a teacher, with 'is velvet coat an' 'is long hair. Wrote poetry an' sechlike, 'e did. Well, it never seemed ter me ter do Tom much good; only ter make 'im 'umpy like, an' sorter lonesome. An' my word, but arter 'is marridge 'e did drink, did Tom!"

I do not think I particularly want to know the gentleman called Vivian.

## Dr. John Brown.

CAPRICIOUS chance has a way of interposing between ourselves and certain books, which we know to be enjoyable, which are easily procurable, and which everyone else has read. Whatever be the cause, we find ourselves verging upon middle-age, or nearing the tomb, with the ingenious Jones, or the smiling Smith, unread. It is so with the present writer and Dr. John Brown, of Edinburgh. He has known for years that he would delight in the chronicler of Marjorie and Rab, and has been quite willing to echo Mr. Swinburne's wish that he might attain to

Some happier isle within the Elysian sea  
Where Rab may lick the hand of Marjorie.

Yet he had never read *Howe Subsecivæ* until Messrs. Black's recent dainty edition in three light volumes fell in his fortunate way. He has read them now, every word, and his first reading will not be his last. He has found them rich and rare, beautifully human, excellently Scottish, tender and witty and wise. In these forty-three papers there is no word that is not kindly. The good Doctor 'grips you by the hand as you read, and his face seems a familiar friend. Scotland is fertile in doctors, lawyers, and divines, of an indescribably national type; racy men, largely planned, strong personalities, shrewd and learned and individual. Stevenson, in his *Memories and Portraits* and elsewhere, has depicted these characteristic Caledonians; often eccentric, often unconventional, always lovable and delightful. Of these was Dr. Brown, whose "leisure hours" produced literature, while his working hours preserved life.

An animated medley! Grave and pleasant memorials of great physicians, from old Sydenham to modern Syme, full of careful eulogy and discriminating touch, making the dead worthies live and move before us, men, not merely men of medicine. Papers upon literary and artistic matters, the work of a man finely judging fine things—a man finely reverential before the revelations of high minds. Chronicles, reminiscences, anecdotes, all smiling and goodly in the cheerful, brave spirit of them: reports of life from one who found it, in the long run, gracious and good. Nothing splenetic, atrabilious, morose. The *Religio* of this *Medicus*, like that of his majestic predecessor and namesake, was infinitely firm, a cause of joy, a source of gratitude and wonder and delight and awe; something, too, of a sweet, old-fashioned Izaak Walton piety was upon him. In his noble tribute to Thackeray, at the great man's death, he records a scene which seems as characteristic of its recorder as of its theme. Thackeray and two friends were walking outside Edinburgh, under an evening sky of loveliest delicacy:

The north-west end of Corstorphine Hill, with its trees and rocks, lay in the heart of this pure radiance, and there a wooden crane, used in the quarry below, was so placed as to assume the figure of a cross; there it was, unmistakable, lifted up against the crystalline sky. As they gazed, he gave utterance in a tremulous, gentle, and rapid voice, to what all were feeling, in the word "Calvary!" The friends walked on in silence, and then turned to other things. All that evening he was very gentle and serious, speaking, as he seldom did, of divine things—of death, of sin, of eternity, of salvation; expressing his simple faith in God and in his Saviour.

There, surely, is a touching thing told touchingly: and it is but one of many such things to be found in these manly and winning volumes. Dr. Brown wrote always with no mere literary cleverness of conscious style, but his mind and heart, full of rich substance for utterance, felt the happy and appropriate words, the simple and sufficient phrase. He is certainly an illustration of Stevenson's saying, in a memorable dedication, that doctors, as a class, are superior to the rest of us. His ardent cordiality is a cordial and cardinal virtue.

Like all good men, he can laugh; quietly, with a laughter of the brain, genial and intelligible. Like all good men (Mr. Andrew Lang excepted) he loves dogs, and has a sympathetic understanding of Scott's refusal to dine from home on the day of an "old friend's" death—said friend, a dog. He has much of Lamb's personal feeling for old literature, and a fine flavour of ripe and ready scholarship in his writings. The heart warms to him, as one reads: each sentence has some charm of human feeling. Few pieces of writing could be more unlike each other in subject and treatment than the "Letter to John Cairns, D.D.," in which he paints his cunning and convincing portrait of his father, and the quaint account of Marjorie Fleming, "the astonishing child who diverted the leisure of Scott." But in each what a grasp of the essential, what a sense of character! His pages pulse with life. He is as little able to be dull as to be merely decorative. The least scientific of readers can take pleasure in his medical papers and addresses, dignified and humorous, and of a skilled simplicity. He has much in common with his brother physician, Wendell Holmes; a like power of making his readers love him personally and feel at home with him. To quote his own words upon another writer, there is in him "a temperance, and soundness, and dignity of view, a good breeding and good feeling, a reticence and composure, which, in this somewhat vapouring, turbulent, unmannerly age of ours, is a refreshing pleasure, though too often one of memory." And he is what Bacon calls a "full man," well stored with knowledge, having no need to draw out his thoughts and fancies to attenuation. His "well-mixed, ample, and genial nature" sustained itself upon the substantial wisdom and beauty of great literature and art. He suggests more than he says. His seventy-two years of life had plenty of leisure, but no idleness, and he was a scholar outside his own profession. He wrote the first adequate notice of *Modern Painters*; he paid splendid homage to the memory of Leech; his culture was various, genuine, wide. And his writings have a pleasant old-time air or touch. Though he died but nineteen years ago, he seems to belong in spirit to the ancient Edinburgh of Scott and Jeffrey, and a hundred more names of renown. To a new reader he comes with the immediate ease and accustomed courtesy of an old acquaintance; compassionate as Goldsmith, sensitive as Lamb, a man of a well-loved type. If there be a note of exaggeration in this letter from Wendell Holmes, it is pardonable:

I have read, and re-read, and then insisted on reading, for the third time, aloud to my wife, that infinitely tearful and mirthful, smileful and soulful, tender, caressing—where shall I stop?—story of 'Pet Marjorie'; the name and the story not at all new to me, yet never old in its passing sweetness. . . . If only that fragment of your writings were saved from the wreck of English literature, men and women would cry over it as they cry to-day over the lament of Danaë, and your name would be remembered with that of Simonides. You cry, and smile, and laugh too.

Sir Henry Yule, writing upon his death, says of his two plain names:

To all who have known the man or his writings—which means to all north of Tweed, and many south of it—the combination of these two monosyllables is transfigured, and, instead of commonplace or colourlessness, rises an image of all that is most genial, humorous, pathetic, and lovable. And even some of those eyes which saw the simple record of his life without recognition will lighten up when told to associate the name with *Rab and His Friends*.

Messrs. Black have been well-advised in publishing so conveniently portable an edition of these generous and variously moving papers. *Hours Subsecivæ* is one of those companionable books for frequent converse of which we cannot have too many—books fatal to pessimism, reporting well of life and human nature.

## The Chemistry Hour.

THERE was a time when I could recite Graham's Law, and tell why sulphuretted hydrogen will turn blue litmus paper red if you give it half a chance. But these things have gone from me. Not even in dreams do I sport with dioxides, or recover the joy I felt when the primer said, "Take a test tube . . ."—as if I were free to take such a thing, to say nothing of jolly brass rods, and substances, and matches. Even Frank Bew could not "take a test tube" as often as the book required. My own belief is that the Third Class junior master—the same was Frank Bew—was expected to teach Chemistry with a minimum of broken glass. Hence high jinks with blue litmus paper were few in Number Three.

However, Frank was himself almost as exciting as experiments. He was a generous young Irishman, with a Donnybrook glare in his eye, and a great peace in his soul. Grand in cricket, he was even grander on the football field, where his valour seemed to smoke as he reeled to victory. He it was who whacked me over the *Pons Asinorum*. But his treatment of the Fourth Proposition of Euclid was a finer display of muscle. His pointer smote the blackboard with Mosaic force, and it was dangerous to approach him when he was saying that the line B C must fall on the line E F. Our failure to see this always brought a calm; and for the next few minutes silence reigned while Frank looked for his scissors, and grimly cut out two triangles, which he proceeded to gum on the blackboard. It has struck me since that, as our whole business was to prove two triangles equal by a line of reasoning, this gumming up of two triangles which we had just seen cut out with one operation of the scissors, was not a perfectly happy device. In practice it worked indifferently; if the gum was weak the triangles were sailing round Frank's feet, while he imagined he was pointing to them; and if the gum was strong he found the triangle A B C irremovable just when he wanted to impose it on D E F. For my part I could have grasped the proposition sooner but for Frank's gnomonic spells of silence. He would stop in full tide and gaze ruefully at the blackboard, as though he had glimpsed a great doubt. These pauses filled me with a fearful joy, for though I had no desire to understand geometry, I had a real ambition to upset it, and it was my cherished belief that two straight lines might be drawn somehow to enclose a space. When Frank fell into one of his reveries I thought he had stumbled on a method, and that as a consequence all knowledge was about to be quashed, and the school precipitately broken up.

I have digressed from the Chemistry Hour. Not without guile, for, in truth, only one thing sticks in my memory, and that is dear old Bew's celebrated attempt to make chlorine. He had cajoled the authorities into letting him have some retorts, and a show of bottles and tubings. These were set out on a small table in the middle of Number Three, to the great disorganisation of our desks and the entire suspension of discipline. At first the experiment went tamely, and in the silence nothing was heard but Frank's breathings of doubt. Then a test tube smashed, and a boy who tittered out of time with the rest got thirty lines. Suddenly a yellowish vapour began to curl thinly in the retort, and the smile on Frank's face had just begun to be seraphic when, with an accession of energy, the yellow vapour rolled forth, escaping by every joint. The fumes came out in insupportable waves. The apparatus was a veritable Krakatoa trembling under that energy, and the Fenian glare in Frank's eye told me that he did not know whether it was a triumph or a *débauché*. "You observe the odour?" he shouted (it had laid most of us on our backs), and the words had but left his lips when the retort broke over the spirit lamp, leaving the table

a singed bottom all involved  
With stench and smoke.



The remainder of the lesson was theory and remorse. To some Chemistry is a delight; to others a religion; to me it is an afternoon in the 'seventies. Frank is now battling, as a doctor, with the fumes and odours of a manufacturing town; and, for Euclid, he is wrestling to keep people from crossing that *Pons Asinorum* which all must cross once and cross for ever. I am told that his patients are cured by the sound of his voice as he runs upstairs, and I believe it.

W. W.

## Correspondence.

### The "Fortnightly Review."

SIR,—The interesting "Retrospect" in the present number of the *Fortnightly Review* suggests a few comments.

Why, it may be asked, did the original proprietors "fail altogether" in their management of the *Review* as a commercial speculation? Why, as Trollope says, "might such failure have been predicted without much sagacity from the first"?

The promoters were not all of them men unversed in business. There was Frederick Chapman, a publisher of long standing; there were Virtue and Spalding, men of some experience; there was one shareholder who undertook to manage the accounts, and was nothing if not a man of business, and surely neither Anthony Trollope nor Cotter Morison were lacking in the shrewd sagacity we look for in men of affairs.

The truth is, I believe, that readers of the very solid food provided found a fortnightly meal too much for their digestions. Moreover, four shillings a month was a heavy magazine tax. And the *Review* was, I think, too heavily weighted at the outset. The editor and assistant editor were paid liberally, so was the author of the *Belton Estate*, for in the 'sixties Trollope's star was in the ascendant. Then in 1865 the public was scarcely prepared to welcome an independent journal based on the principles announced by Lewes. New ground had to be broken and pioneers are proverbially losers.

Lastly, though the original capital might have sufficed to put a monthly magazine upon its legs in four years, it was not large enough to give healthy life to a periodical in less than half that time.—I am, &c.,

S. W.

### "Variations upon Whitebait."

SIR,—May I send you a line—across five thousand miles of cars and foam—to thank you for your witty and, to me, entirely enjoyable article, entitled "Variations upon Whitebait," in your issue of December 15?

But, dear pedagogue—to whom really I must pay more attention—there is a phrase in your article which somewhat puzzles me. You conclude by saying: "And now, to horse! There is real reading to be done." Why "to horse!"? Do you mean that "real reading" is best done on horseback? Can you really enjoy Gibbon so? On my return to England I will call at your office and beg you to instruct me in this engaging new art of trick-reading. Or can it be that "reading" is merely a misprint for "riding"? Was your meaning, rather: "And now, to horse! There is rough riding to be done."

Pardon this suggested emendation. No offence, I hope. And will you accept, too, this little verse, written, need I say, in all affection:

I made a little whitebait,  
Silver from head to tail;  
But the critics said it was no fish—  
Because it wasn't a whale!

Perhaps, in your kind solicitude for me, you may care to

hear that I am busily engaged on a really serious "work." Not a whitebait or a butterfly in it. Only whales and elephants admitted.—I am, &c.,

RICHARD LE GALLIENNE.

### Mr. Benson's Revivals.

SIR,—I have been hoping to read some adequate appreciation—by the educated dramatic critics, at least—of the just and virile work done by Mr. Benson in all his Shakespearean revivals. It is fortunate that neither Shakespeare nor Mr. Benson depend upon puff paragraphs, hysterical commendation, and watery patronage for public support. But when the critics cannot, in justice to their own fixed ideas, praise this accomplished actor, they ought to abstain from abuse which makes the reader ashamed and the profession of writing contemptible.—I am, &c.,

X.

### Rossetti's "Blessed Damozel."

SIR,—I have an autograph MS. of "Some of 'Ye Blessed Damozel'" in which the verses vary from the specimens you give in to-day's *ACADEMY*. Mr. Rossetti wrote the MS. for a relative of my own who at the time was Mr. Ruskin's assistant. My version of the first verse reads:

The blessed Damozel leaned out  
From the gold bar of Heaven:  
Her blue, grave eyes were deeper much  
Than a deep water, even.  
She had three lilies in her hand,  
And the stars in her hair were seven.

In your quotation of the third line you omit the word "grave," which certainly makes the line more melodious.

The other verse you quote, of which you give two versions, is different from both in my copy, where it runs:

She scarcely heard her sweet new friends:  
Playing at holy games,  
Softly they spake among themselves  
Their virginal chaste names;  
And the souls, mounting up to God,  
Went by her like thin flames.

Other verses in my MS. show variations from the versions in the *Germ*, the *Oxford and Cambridge Magazine*, and the different editions of Rossetti's published works, which leads me to believe that the author on some occasion wrote the lines from memory, and got mixed up in the various alterations he had made on the poem since its first appearance in the *Germ*.—I am, &c.,

GEORGE STRONACH.

SIR,—Undoubtedly the final version of this poem is better than the first, but I venture to think that the one published in 1870 is the best of all. It differs from the final one but little, except as regards the stanza you quote, which runs thus (I quote from the Boston Edition):

Heard hardly, some of her new friends  
Amid their loving games  
Spake evermore among themselves  
Their virginal chaste names;  
And the souls mounting up to God  
Went by her like thin flames.

The only phrase in this to which objection can reasonably be taken is "heard hardly." The line opens better in the final version with "around her," but this improvement is dearly purchased by the alteration that follows. "Mid deathless love's acclaims" is not only an unmusical line, but it presents no image to the mind and has no very definite meaning. Lower down "virginal chaste names" is changed to "heart-remembered" names, a change which, in my judgment, is not an improvement.—I am, &c.,

C. C. BELL.

## Our Weekly Competition.

### Result of No. 69 (New Series).

LAST week we offered a prize of One Guinea for the best open letter to a living writer. We award the prize to Miss E. Rickert, 3, Great James-street, Bedford-row, W.C., for the following:

TO M. MAETERLINCK.

MONSIEUR,—You are a true poet and a prophet—yes. No doubt. But, pardon me, Monsieur, you are also a strain—a slight strain upon the imagination. I have read your plays; I have seen one acted. It made a powerful impression—only I did not quite know what it was, nor why I had it; nor did any of the people around me—not one. *Ciel!*

To illustrate. Why does the princess say so many times: "I am still thinner!"? "At the fortieth time," you say, "she seems so thin, so thin, she is faded into air—*pouf!*" Good. I yield this point.

But symbolism, Monsieur? It is admirable, within limits—yes; but you have unleashed it upon us. It is affecting to think that everything is something else, if one only knew what; *mais prenez garde*, Monsieur! When Pélée ties Méliande's hair, as she is combing it out of the tower window, to a willow—symbolism—*hein?* When the lovers search by the sea for the ring which they saw drop into the well—symbolism—*n'est ce pas?* But Shakespeare might call it "Bedlam!"

Ah, Monsieur, you are sincere, you are earnest, you are original, you are *spirituel*; but you lack the smile without which dramatic art cannot be highest. Perhaps when we are all disembodied souls, we can do without humour; but meanwhile, expound to those of us still profane, how, sheared of all desire to laugh at critical moments, we may enter your strange, beautiful magic circle. Expound! Expound!—*Votre très humble admirateur*.

P.S.—Expound, *je vous prie!*

Other letters are as follows:

TO MR. GEORGE MEREDITH.

SIR,—From the serene heights of Boxhill, remote from the bustle of book-market and review, what aspect do you bend on the world of print below?

Are you indeed set on impenetrable silence? We have turned new pages in the Book of Egoism since Sir Willoughby Patterne's day; fresh types of eager youths have arisen since Beauchamp started on his career. Must these, and a dozen others, still wait for the Master's hand?

The times, one fears, are out of joint for delicate psychology and thoughtful phrasing. Whilst Mr. Boothby and Mr. Marsh race madly across the literary firmament; whilst Miss Corelli distils wisdom and Miss Fowler is queen of epigram; what room for another Pilgrim's Scrip? How lonely your heroines must be, in that critical purgatory where the inhabitants of contemporary fiction wait immortality! There is little congenial society beyond the limits of their own set. What does Mrs. Berry think of Tess, and how do the Fine Shades agree with Badalia Herodfoot and her companions? Have Clara and Janet made friends with the English-woman whose Love-Letters so delicately indicate their charms? Her undisciplined passion, we know, would shock Diana's sense of decorum; perhaps Emelia understands her best.

Meanwhile, the Comic Spirit hangs her head; the world wags, and takes its follies gravely. Is it not time that their only adequate interpreter, turning on them the search-light of his mind, should "let charity issue of disdain under the guise of honourable laughter"?—I am, sir, your respectful admirer,

[E. U., London.]

TO MR. RUDYARD KIPLING.

SIR,—At the age of thirty-five you have attained fame and fortune. Your popularity is world-wide; you are at the same time the idol of the literary and the illiterate, and the man who never reads a book will greet your name with applause. Success so great and, in the main, so well-deserved has not been won by any other man of letters of the period.

Yet some who admire your work await a little wistfully its future developments. Your hold on the nation is as strong as ever, but is it our fancy that in critical circles enthusiasm for your writings has slightly waned? Refreshing as is your virility, the soul of the artist must compass feminine emotions before it can be mature, and those, at present at least, seem beyond your range.

Your appeal has been mostly to the head; your work has not sufficient heart-power to make it permanent and satisfying. Instead of clever technicalities that merely amaze us, touch us by portraying throbbing humanity in its heights and in its depths! We know that your knowledge of life is broad; we want to feel that it is also subtle. The literature that survives must touch in some way the spiritual nature of man. Strange it seems to say it, but spirituality—which embraces in union heart, mind and soul—is the missing quality in almost all your writings.—Yours faithfully,

[H. J., Hadley Wood.]

TO MR. RUDYARD KIPLING.

SIR,—An admirer of genius may at times be permitted to season his admiration with something of discrimination; and, while I may not dare to suppose that you will agree with the opinions of an unknown critic, I am not, therefore, deterred from giving them expression. Of the pre-eminent qualities of your work it is needless to write; for all men recognise the merit which has carried you to the leading place amongst living novelists. To an invention which never flags you bring a gift of expression which is a constant source of delight to your readers, and, I doubt not, of envy to the little writers who begin with sensationalism and end in banality. The short story you have made a work of art; the races of India, the soldier, the sailor, and the pioneer live in your pages.

But it seems to me that you have carried Imperialism to the limits of forbearance. The tune is in danger of being too long-drawn out, and it might now be very properly committed into feebler hands. Only the life of endeavour appeals to you, the vigorous do-something existence, which fights, builds, extends, or develops for the Empire's sake. Is there not another continent of life into which you, beyond other men, are called upon to enter more fully? I mean the home life, of which you gave us too fleeting a glimpse in your "Brushwood Boy." Above all, is there not room for the clear-cut characterisation which we miss in modern fiction—those abiding types of life which are worthy to stand among the classics?

[A. E. W., Inverness.]

TO MR. ANDREW LANG.

DEAR "ANDREW-WITH-THE-BRINDLED-HAIR,"—In all reverence be it written! Something bold it is to address the author of *Letters to Dead Authors* in his lifetime, but my cause is good. I would urge you to write (1) a play, (2) an epic, for then you will have made the rounds of literary art. Nearly nine pages in the British Museum catalogue, and two forms yet untried—hoots, Mr. Lang! Being, like Tommy, a wonder, at them bravely; ye'll do them fine!

Yet, I doot, a catastrophe lies in wait for you. By the year 10,000 A.D. (May it be later!) the critics will have cut you up into a score of bits, neatly pigeon-holed and labelled "the brilliant coterie of writers who flourished at the end of the nineteenth century." There will be the translator of Homer, the historian of Scotland the authority on golf, cricket, angling, the poet, the romancer, the essayist, the biographer, the parodist, the interpreter of *Aucassin and Nicolette*. Even if your texts and treatises on ghosts, dreams, fairies, Longinus, wakes, Aristotle, art, religion, Izaak Walton, animals, English worthies, folk-lore, Poe, St. Katherine, and the like should be lost, enough will remain to prove the Protean genius of the clan of Lang—which we call jist yerse!

To sum up, your mind is as "brindled" as your hair—a foundation of solid colour, pied with interest in all things good and beautiful.—Yours in hope of the epic and the play,

[E. R., London.]

TO OUIDA.

MADAME,—I could fill the exiguous portion allotted to me in which to address you by merely enumerating your various crusades on behalf of the principles of Sweetness and Light, Truth and Beauty, against every sort of Ignorance and Stupidity and Brutal-mindedness. I could mention how valiantly you have confronted the vivisector, the advocate of conscription, the *mordain* and *demi-mondaine*, the Adam Smiths of the world, who regard men as simply "a quantum of lucretion," and so forth. Your creed could, I think, be summed up in the words you have used about Loti—you "have stretched to a nobler and truer scope the *néhil humani a me alienum puto*." Your fiction has been called unreal. Hyperbolic and dithyrambic you may be at times, but your novels have essential truth; however far you may wander, the silken cord still holds you. The moon, as you have yourself said, is as real as a Dutch cheese, and because the suburban dwellers who swear by Trollope can find none it does not follow that Romance is extinct. The characters of your heroes are not to be measured by the yard-poles of the commonplace. Couthurnated, so to speak, the former breathe an ampler ether, a diviner air; talk with a larger utterance; move with an ampler stride; and bear the fardel of a heavier destiny. How, too, you have written of love—of love which is "the bulwark of patience, the tutor of honour, the praise of perfectness"!

[A. G., Cheltenham.]

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